

## HUNTER-KINARD-TYLER HIGH

7066 Norway Rd.  
Neeses, S.C.. 29107

**GRADES** 7-12 High School

**ENROLLMENT** 327 Students

**PRINCIPAL** Titus Duren 803-263-4832

**SUPERINTENDENT** Dr. Sandra Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent****Good****Average****Below Average****Unsatisfactory**

4

4

5

7

4

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Good	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	66.7	N/A	N/A	62.6	N/A	N/A
<b>Passed 1 subtest</b>	13.7	N/A	N/A	18.9	N/A	N/A
<b>Passed no subtests</b>	19.6	N/A	N/A	18.5	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	100.0%	90.1%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	7.9	3.1
<b>Seniors who met the SAT/ACT requirement</b>	7.9	3.1
<b>Seniors who met the grade point average</b>	23.7	33.0

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	44	133
<b>Number of Diplomas</b>	22	96
<b>Rate</b>	50.0%	73.1%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	37	100.0	38	7.9	44	50.0	YES
Gender							
Male	18	100.0	15	6.7	21	33.3	N/A
Female	19	100.0	23	8.7	23	65.2	N/A
Racial/Ethnic Group							
White	11	100.0	7	14.3	8	87.5	N/A
African-American	26	100.0	31	6.5	36	41.7	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	36	100.0	31	9.7	29	72.4	N/A
Disabilities other than speech	1	I/S	7	0.0	15	6.7	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	37	100.0	38	7.9	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	37	100.0	38	7.9	44	50.0	N/A
Socio-Economic Status							
Subsidized meals	24	100.0	29	0.0	35	37.1	N/A
Full-pay meals	13	100.0	9	33.3	9	100.0	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	51	100.0	19.6	31.4	37.3	11.8	58.8	YES	YES
<b>Gender</b>									
Male	22	100.0	31.8	40.9	27.3	N/A	36.4	N/A	N/A
Female	29	100.0	10.3	24.1	44.8	20.7	75.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	13	100.0	7.7	38.5	30.8	23.1	69.2	I/S	I/S
African-American	38	100.0	23.7	28.9	39.5	7.9	55.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	38	100.0	2.6	34.2	47.4	15.8	76.3	N/A	N/A
Disabled	13	100.0	69.2	23.1	7.7	N/A	7.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	19.6	31.4	37.3	11.8	58.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	19.6	31.4	37.3	11.8	58.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	35	100.0	22.9	28.6	40.0	8.6	57.1	I/S	I/S
Full-pay meals	16	100.0	12.5	37.5	31.3	18.8	62.5	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	51	100.0	33.3	23.5	39.2	3.9	52.9	YES	YES
<b>Gender</b>									
Male	22	100.0	50.0	31.8	13.6	4.5	31.8	N/A	N/A
Female	29	100.0	20.7	17.2	58.6	3.4	69.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	13	100.0	23.1	30.8	38.5	7.7	61.5	I/S	I/S
African-American	38	100.0	36.8	21.1	39.5	2.6	50.0	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	38	100.0	13.2	31.6	50.0	5.3	68.4	N/A	N/A
Disabled	13	100.0	92.3	N/A	7.7	N/A	7.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	33.3	23.5	39.2	3.9	52.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	33.3	23.5	39.2	3.9	52.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	35	100.0	40.0	20.0	37.1	2.9	45.7	I/S	I/S
Full-pay meals	16	100.0	18.8	31.3	43.8	6.3	68.8	N/A	N/A

**Abbreviations for Missing Data**

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**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 327)</b>				
Retention rate	6.1%	Down from 7.9%	10.4%	9.1%
Attendance rate	97.4%	Up from 94.3%	96.2%	96.0%
Eligible for gifted and talented	2.1%	Down from 5.1%	3.3%	5.8%
With disabilities other than speech	18.0%	Down from 19.3%	13.7%	12.7%
Older than usual for grade	8.9%	Down from 12.0%	14.1%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.4%	3.5%	1.6%
Enrolled in AP/IB programs	3.2%	Up from 2.2%	7.2%	10.2%
Successful on AP/IB exams	N/AV		23.1%	53.8%
Annual dropout rate	5.2%	Up from 4.4%	2.7%	2.7%
Career/technology students in co-curricular organizations	18.7%	Up from 5.1%	4.1%	3.6%
Enrollment in career/technology center courses	137	Down from 169	357	466
Students participating in worked-based experiences	9.8%	Up from 3.9%	26.9%	25.7%
Career/technology students mastering core competencies	85.3%	Up from 67.5%	72.8%	77.7%
Career/technology completers placed	88.9%	Down from 90.9%	97.0%	99.3%

<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	65.5%	Up from 56.3%	45.1%	52.0%
Continuing contract teachers	79.3%	Down from 81.3%	67.6%	82.1%
Highly qualified teachers**	83.3%	N/A	87.5%	89.5%
Teachers with emergency or provisional certificates	3.8%		17.6%	8.6%
Teachers returning from previous year	79.7%	Up from 68.8%	82.0%	86.2%
Teacher attendance rate	95.7%	Up from 95.0%	94.4%	95.3%
Average teacher salary	\$43,088	Up 2.5%	\$39,706	\$41,060
Prof. development days/teacher	11.2 days	Up from 10.2 days	12.8 days	10.6 days

<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 20.4 to 1	22.9 to 1	26.4 to 1
Prime instructional time	91.3%	Up from 87.2%	88.0%	90.0%
Dollars spent per pupil*	\$11,217	Down 4.8%	\$7,451	\$6,310
Percent of expenditures for teacher salaries*	43.7%	Down from 46.6%	56.0%	57.9%
Opportunities in the arts	Fair	No change	Good	Excellent
Parents attending conferences	83.9%	Up from 57.9%	90.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler High School strives to prepare students to become successful, productive citizens and to reach their fullest potential by providing a broad and flexible curriculum in a safe and orderly environment. While providing a sound instructional program that is challenging and based on proven practices, the staff encourages students to reach their fullest potential. We, also, believe that cultural diversity contributes to an enriched society. Instructional lessons are planned and built upon the South Carolina Curriculum Standards. Various teaching strategies, techniques, and resources such as Curriculum Mapps, NovaNet, Netschools and Learning Focused Strategies are implemented to enhance student learning. Under the comprehensive School Reform Demonstration Grant to implement School Renaissance, the Accelerated Math and Accelerated Reading programs played a vital role in strengthening the basic skills of the students. This school term, a SAT improvement project was implemented. There was a vast improvement in the SAT scores and the number of Life Scholars because of this project at Hunter-Kinard-Tyler High School.

In keeping with our motto, "Promoting Excellence", we believe that all individuals can learn and that learning is a life-long process. Job shadowing experiences, career development opportunities, and extra curricular activities such as academic clubs, organizations, band and athletic teams are available to ensure students receive a well-rounded education. Our athletics teams won three regional championships this year. Students were recognized for their participation, efforts, and achievements. They received certificates, athletic letters, music letters, academic letters, trophies and other incentives during academic awards programs, the band and chorus spring finale and the athletic banquet. This year two students received honors at the State House for their high rates of achievement in the Insurance Fraud Essay Contest. Additionally, two students were selected to the 2004 Golden Palmetto All-State Leadership Team.

Parents, community members and volunteers are vital to our school and are involved with academic as well as extra curricular activities. Parent nights are held to recognize and thank parents for their support. In addition to these activities, we hosted our first annual Trojan Appreciation Day to thank the parents, community members, volunteers, and the students for all that they do. Monthly parenting workshops were implemented as well as a school newsletter to keep the parents informed and up-to-date about testing and daily requirements.

Parents, teachers, students and the community have an important role in education. Together, we can educate our children so that they become successful, productive members of society. We must work together because all people have value and can make worthwhile contributions to society. We look forward to our continued partnership where we are "Promoting Excellence".

Titus Duren, Principal

William Ray, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	31	41	37
<b>Percent satisfied with learning environment</b>	64.5%	63.4%	72.2%
<b>Percent satisfied with social and physical environment</b>	74.2%	87.8%	64.9%
<b>Percent satisfied with home-school relations</b>	41.9%	85.4%	54.1%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.